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ABSTRACT

The purpose of this guidebook is to assist chief school administrators of New Jersey's schools in the development of educational objectives and plans of action. Section 1 discusses district submission procedures, including description of the procedure to be followed, basic requirements, and review and approval processes. Section 2 presents a model of a basic planning process that features a sequence of questions meant to assist district administrators as they progress from identifying needs to developing plans of action. Elements of the model are identifying priorities, defining priority needs, developing a plan of action, and analyzing accomplishments. Section 3 consists of 16 questions and answers focusing on requirements and provisions related to plans of action, the planning process, and the recording format. Section 4 offers a glossary of terms, and an appendix provides five sample action plans.
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LOCAL DISTRICT PLANNING MODEL GUIDEBOOK



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March 1, 1983

New Jersey State Department of Education

Local District Planning Model
Guidebook

Saul Cooperman
Commissioner

New Jersey State Department of Education
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March 1, 1983

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Foreword

Educational improvement has always required good planning practices. The planning model that is described in this guidebook is composed of the basic elements of proven planning practices for school improvement. The model is presented to redirect our attention to the original intent of Chapter 212 -- educational planning tied to improved results for students. In addition, the process will affix responsibility for those results at the state and local district levels.

INTRODUCTION

It is the purpose of this Guidebook to assist chief school administrators in the development of their objectives and plan of action. The Guidebook will present the basic elements of a planning system along with a series of short introductions and subsequent questions that will guide the reader through the basic elements.

No specific format is required, and there are no mandated forms to complete. Local districts are permitted to use whatever style they find most appropriate, provided that the format used incorporates the basic elements of a good planning process.

It should be noted that many local districts have developed and implemented comprehensive planning systems. The continued use of these comprehensive systems is encouraged as long as they include the basic elements of good planning.

In addition, the guidebook outlines the basic responsibilities of the local district in establishing their objectives and plan of action.

Chief school administrators are encouraged to seek assistance from their county superintendent of schools should they have any questions regarding the subject matter in this guidebook.

Section I

District Submission Procedures

A. Procedure

The procedure that school districts and the New Jersey Department of Education will follow for the 1983-1984 school year as part of the new planning system is as follows:

1. The chief school administrator should provide opportunity for public input and employee involvement.
2. Each district will identify needs and select those instructional, programmatic, and/or student improvement areas that require attention and/or upgrading.
3. For each of those priority need areas selected, an objective(s) and plan of action will be created.
4. The chief school administrators may meet with the county superintendents for preliminary review of their objectives and plan of action (optional).
5. The board of education will approve the district's objectives. The objectives and plan of action will be submitted to the county superintendent by September 30, 1983.
6. The county superintendent will review and approve the district's objectives and plan of action not later than October 31, 1983.
7. Each chief school administrator and county superintendent will meet a minimum of twice a year to review progress on the plan.
8. Each district will submit a written report detailing progress on the attainment of their objectives to the county superintendent by May 1, 1984. A meeting between the county superintendent and chief school administrator will be held to discuss that report.
9. Each county superintendent will submit a written analysis of the district's accomplishments to the chief school administrator and the board of education by June 1, 1984. The board of education will report these findings at a public meeting during the month of June, 1984 (No later than July 1, 1984).

B. Basic Requirements

SCHOOL DISTRICTS WILL BE REQUIRED TO SUBMIT THEIR OBJECTIVES AND PLAN OF ACTION. THE PLAN OF ACTION DETAILS HOW THE SCHOOL DISTRICT WILL ACCOMPLISH THEIR OBJECTIVES.

An objective is defined as a result-oriented statement that must contain at least three types of information:

1. what is the target population;
2. what will be achieved; and
3. what level of achievement will be sought?

A plan of action describes how the district will organize and act to achieve its objectives.

The components of a plan of action include:

1. Tasks and Activities -- What specific actions will be taken to accomplish the objective?
2. Personnel -- Who will be responsible for the specific activities? Will any one person be accountable for the total objective?
3. Resources -- What physical, financial and human factors can be used to accomplish stated tasks?
4. Timelines -- When will the individual tasks and activities be completed?
5. Evaluation -- What specific accomplishments are being sought and how will they be measured?

Two additional components of a plan of action are: constraints and consequences. These are presented as optional components of a written plan; however, inclusion in the written document should depend on their significance. Section II-C deals with these components in greater detail.

In districts where monitoring has revealed deficiencies that directly affect instructional, programmatic or student achievement areas, the objectives and plan of action submitted to the county superintendent must address these deficiencies. Further details relating to this will follow.

Please refer to the back of the Guidebook for examples of plans of action. The samples are written in various styles and formats to show that there is no predetermined, required style or format for a plan of action.

C. Review and Approval Process

The review and approval process to be used by the county superintendent will focus on the educational significance of objectives and plan of action, and on their potential for bringing about improved results for students. Specifically, the county superintendent will use good professional judgment as a basis for encouraging districts to strive for the highest possible level of meaningful achievement, while ensuring that objectives are significant and measurable, and plans are logical, achievable and realistic.

The county superintendent will also assist and support the district in its efforts to guarantee the successful attainment of stated objectives. This will include, at a minimum, two consultations annually between the county superintendent and local chief school administrator.

In the final analysis, it will be the local district's responsibility to establish objectives and a plan of action, with the county superintendent playing a consulting and supporting role in this process.

Should a situation arise where there is a lack of agreement between the chief school administrator and the county superintendent over the objectives and/or plan of action, the Assistant Commissioner for County and Regional Services will serve as an arbitrator.

Local District Planning Model

Introduction

The following model is presented as a sample of a basic planning process that may be used to develop objectives and a plan of action. The subsections include a sequence of leading questions which are meant to assist district administrators as they progress from identifying needs to developing plans of action.

It should be noted that this process is basic and represents the essential elements of good planning. While there are many more complex and sophisticated planning models currently available, this is presented as a basic model which some districts may wish to use.

Section II

Local District Planning Model

Overview

The planning model presented below represents the basic elements of a good planning system. It is suggested that this model serve as a basis for the development of your objectives and plan of action.

- A. Identifying Priorities
 - 1. Baseline Data
 - 2. Statement of Priority Needs
- B. Defining Priority Needs
 - 1. Analysis of Cause
 - 2. Objectives
- C. Developing a Plan of Action
 - 1. Resources/Constraints/Alternatives
 - 2. Plan of Action and Timelines
- D. Analyzing Accomplishments
 - 1. Methods of Measurement
 - 2. Findings/Conclusions/Recommendations

Components

A. Identifying Priorities

This section will help the chief school administrator identify and use appropriate sources of baseline data in order to identify district needs and develop statements of priorities. Three steps should be kept in mind:

1. review a wide variety of baseline data;
2. use the available information to generate a list of district needs; and
3. select the top priorities from the identified needs.

In order to ensure that the appropriate data are reviewed, a variety of informational sources should be examined and critical questions, such as those listed below should be considered.

Baseline Data

1. Did you consider the following possible sources of data?
 - a. district goals (e.g., basic skills, family life),
 - b. prior unattained objectives (e.g., reducing violence and vandalism),
 - c. standardized tests (e.g., CATs, IOWAs, etc.),
 - d. teacher/administrative input (e.g., staff absentee rates, staff requests for curriculum changes),
 - e. community/parent requests (e.g., introduction of micro-computers), and
 - f. other information (e.g., absenteeism, dropouts, college acceptance, teenage unemployment).
2. Does your district now have any "findings" as identified through monitoring which focus on instructional or educational program areas (e.g., high percentage of ninth graders unable to meet high school graduation requirements)?
3. Did you consider both objective and subjective sources of data (e.g., test results and parent requests)?

Identify Needs

Once baseline data have been identified and analyzed, a list of needs can be established. The following list of questions should be considered:

1. What is the district doing well?
2. What is the district doing poorly and how can improvement be made?
3. What things being done now are valuable?
4. What things are not being done that should be done?

Developing Statements of Priority Needs

From the established list of needs, priorities can be determined. To determine priorities, the following list of questions should be considered:

1. Have you set criteria to review and select appropriate priorities: criteria might include analyzing cost, time, achievability and significance?
2. Have you consulted key staff and decision-makers as you selected your priorities?
3. What decision-making process will you use to arrive at priorities (e.g., consensus, CSA decides)?
4. Have you developed written priority need statements?
5. Can you provide a rationale as to why you have selected these particular needs as priorities?
6. Have you included any monitoring findings which focused on instructional or educational program areas?

D. Defining Priority Needs

This section will assist the chief school administrator to analyze priority needs, determine significant causes and write objectives for each priority need identified. The two following steps should be considered:

1. conduct an analysis of cause to identify the significant factors of each priority need; and
2. write objectives that focus efforts on resolving the priority needs.

In order to analyze the cause of these needs, one must consider the following list of questions:

1. Do you have a reasonable understanding of what caused each need?
 - a. What data do you have that substantiates your conclusions; and
 - b. Does research or the experiences of others support your conclusions?
2. Have you identified all the contributing factors to your priority need(s)?
 - a. What are they?
 - b. Which factor(s) do you feel have the most significant impact? and
 - c. How do you know?
3. What additional data must you collect and analyze to arrive at an analysis of cause, and how will you obtain that information?

Once an analysis of cause has been completed for each priority need and the contributing factors have been identified, objectives can be written.

An objective is a result-oriented statement that must contain at least these three types of information:

1. what is the target population;
2. what will be achieved; and,
3. what level of achievement will be sought?

In writing objectives, the questions listed below should be considered.

1. Is the objective clearly tied to the priority need identified?
2. Is the objective measurable, achievable, significant and realistic?
3. Is the objective describing a level of significant growth?

Objectives may be written on a long-term (multi-year), annual or short-term (less than one year) basis. Regardless of the duration of the objectives, a time frame should be identified.

C. Developing a Plan of Action

The previous section focused on developing the objective. This section focuses on planning in order to implement the objectives and those questions to be considered in the development of a plan of action. The specific components of a plan of action are outlined and sample action plans are presented in Appendix A.

1. Components of a Plan of Action

a. Tasks and Activities

1. Have those tasks and activities which need to be accomplished been identified?
2. Will the completion of these activities lead to the completion of the objective(s)?
3. Are the tasks and activities properly sequenced?

b. Personnel

1. Who will you involve?
2. Who will you select to be the key decision-maker(s)?
3. Who will be responsible and/or accountable?

c. Resources

1. What internal resources do you have available (e.g., staff expertise, financial)?
2. What other resources can you bring to bear on this objective (e.g., experiences of other districts, Intermediate Units, National Diffusion Network)?

d. Timeline

1. Have completion dates for these tasks and activities been established?
2. Has an appropriate amount of time to accomplish these tasks been allocated?

e. Evaluation (See Section D below)

f. Constraints (optional)

1. Are there any contributing or inhibiting factors (e.g., laws, policies, contractual agreements)?

g. Consequences (optional)

1. Have you tried to identify all major consequences of the action plan?
2. Is the plan flexible enough to accommodate unanticipated consequences?

Ultimately, a good plan of action will arrange the aforementioned into a workable format with clearly established responsibilities. There are numerous standardized formats that might be used. Selection of a format should be determined based on its usefulness and clarity. Some alternative formats are presented in Appendix A.

D. Analyzing Accomplishments

Evaluation is the final component of a plan of action. Therefore, this section is a continuation of the process used in "C" above. It will assist the chief school administrator to determine whether significant progress has been made in achieving the objective(s) and will examine the efficacy of plans and the implementation procedures. Three steps should be considered:

1. methods of measurement/evaluation should be reviewed in order to select the most appropriate tool(s);
2. these methods of assessment should be applied to the findings so that a determination can be made that the objectives were met, and a significant change occurred; and
3. once the results have been analyzed and reviewed, conclusions can be made and recommendations for further action (if necessary) can be developed.

In order to assist the chief school administrator in drawing conclusions, the following questions should be considered:

1. If your objective was achieved, will the priority need be met?
2. If your objective was not achieved, why was it not achieved?
3. If your objective was not achieved, has significant progress been made in meeting the priority?
4. If your objective was not reached nor significant progress made in meeting the priority, what should be done differently in the future?

To assist the chief school administrator in this decision-making process, it is suggested that the following decision branching chart be reviewed. The branching chart can assist the tracing of the sequence of activities.

DECISION BRANCHING CHART

Did you achieve your objectives?

YES

NO

If you achieved your objectives,
did you fulfill your priority needs?

Can you determine why?

YES

NO

NO

YES

Need is satisfied

Have you made significant
progress toward meeting
your priority needs?

Must go back and
re-analyze analysis
of cause

What changes will
you implement to
make progress?

What conclusions
can be drawn?

Annual public presentation

Disseminate

YES

NO

On right track
(continue planning)

What changes will
you implement to make progress?

Section III

Questions and Answers

1. Q. If my district already uses a more sophisticated planning process (e.g., one that focuses on varied levels of accomplishment rather than activities) must I modify that process?

A. No. Any planning process and recording format is permissible as long as the minimal requirements, as previously outlined, are included. In fact, districts are encouraged to use more comprehensive systems if they are found to be helpful.
2. Q. Are there any prescribed forms or formats for the plan of action?

A. No. Districts are encouraged to use any format that they find helpful, as long as the format selected includes the minimum requirements of a plan.
3. Q. What are the minimal requirements for the composition of my plan of action?

A. Your plan of action must include: a list of the tasks to achieve the objective; the identification of the people who will be responsible for the tasks; the timelines stating when the tasks and objective will be completed; the resources (dollars, people, materials, etc.) which will aid in completing the task; and an evaluation component. Also, you may want to consider constraints and consequences. While both are optional items, at times, they can be significant parts of a plan.
4. Q. Must the plan of action I submit contain all the subsections included in the Guidebook?

A. No. The subsections and leading questions in Section II of the Guidebook are there only to assist you in developing the plan. The only required elements are those previously discussed.
5. Q. Must I submit both objectives and a plan of action?

A. Yes. The objectives that have been approved by your Board of Education, along with the plan of action, must be submitted to the county superintendent of schools who will review and approve both.
6. Q. Must my objectives and plan be for a one year period?

A. No. Plans may be for more than one year. However, if they are for more than a one year period, annual milestones must be included. Also, objectives may be written for a period less than one year, where activities are expected to be of shorter duration.

7. Q. Can my objectives and plan of action deal with any aspect of my district, or am I limited to issues directly affecting student achievement?
- A. Your objectives must focus on the areas of educational programs, instructional issues and/or student improvement. The intent of the entire planning process is to improve the quality of the district's educational efforts.
8. Q. Is there a minimum or maximum number of objectives that must be submitted to the county office?
- A. No. The intent is to have districts establish objectives that can realistically be achieved and that will bring about significant educational improvement. This may require a limited number of objectives, or it could require a greater number of objectives, depending upon the circumstances. Your desire to be realistic should not limit you. It is more important to achieve 80 percent of the highly significant than 100 percent of the less important.
9. Q. Must all the expected outcomes of my objectives and evaluation sections be quantifiable?
- A. Yes. Standards must be set in order to be able to determine your degree of success. You may select the standards, instruments and processes you feel would be appropriate in order to achieve significant improvements.
10. Q. Are there any guidelines or restrictions regarding the specificity level of the tasks/activities in my plan?
- A. No. The tasks and activities should be specific enough so that another person can understand and carry out your plan, if necessary. On the other hand, you should beware of the "activity trap." The "activity trap" is when many specific actions are described that become an end to themselves. Your tasks and activities should lead to the accomplishment of your objective.
11. Q. What criteria will the county superintendent use to review and approve my objectives and plan?
- A. The county superintendent will use his/her professional judgment in reviewing your objectives and plans. He/she will consider their educational significance and potential to effect the educational process. He/she will review your objectives and plan to determine that the objectives are measurable and significant, and that your plan is logical, achievable and realistic. It is the county superintendent's role to be certain that your objectives and plan are of sufficient quality, not to determine what you and your district are to do.

12. Q. What process will I have at my disposal if there is an impasse between my district and the county superintendent over my objectives and plan?
- A. If there is an impasse, the Assistant Commissioner for County and Regional Services will serve as the arbitrator.
13. Q. How much backup and supporting documentation must I keep on file for the county superintendent's review?
- A. There is no requirement for supporting documentation. You will be required to provide a rational explanation of your objectives and plan of action. When you have conducted assessments, analyses, etc., as part of your process, it is recommended that you share them with the county superintendent, although such documentation is not required.
14. Q. When does my plan of action take effect?
- A. You may begin to implement your plan after it has been approved by the county superintendent.
15. Q. Can I adjust or change my objectives and/or plan of action after they have been approved by the county superintendent?
- A. Yes. Your objectives and plan should reflect the conditions in your district. If there are significant changes that dictate modifications to your plan and/or objectives, then those modifications can be made in consultation with your county superintendent. Changes may be made any time during the year if unusual circumstances so dictate.
16. Q. Is this system different from the previous practice of completing EPs (Educational Plans)?
- A. Yes. EPs were primarily a prescribed reporting practice. The intent of this new process is that districts will address their own educational priorities based on good planning practices.

Section IV

Glossary of Terms

Analysis of Cause

A systematic process for determining what basic significant factors are responsible for creating a need(s). This process should result in an answer to the question, "Why does this need exist?"

Baseline Data

Subjective and objective information that is used by the chief school administrator in the process of identifying educational needs.

Objective

A result-oriented statement that identifies a target population, what will be achieved, and the level of achievement sought.

Plan of Action

A written educational plan for achieving a given objective, which includes the following:

- tasks/activities
- personnel
- resources
- timelines
- evaluation

Priority Need

A need identified by the local district as requiring immediate action toward resolution.

Statement of Priority Needs

A written statement identifying those needs that have been determined by the chief school administrator as having a high order of importance.

APPENDIX A

Five Sample Work Plans

Objective: By June 30, 1985, 100 percent of the students enrolled in grades 6 -8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

By September 1, 1984, all preparations and training of staff will be completed and program for students will be implemented.

Activity	Resources	Staff	Constraints	Timelines
1. Form a project steering committee to conduct a search of successful practices.		*Asst. Supt. *Middle School Curriculum Coordinator H.S. Math Chairman M.S. Principal M.S. teachers (math)		By Oct. 14, 1983
2. Develop a written description of the program's specifications to include implementation costs, training time and software needed.		Steering Committee	Low cost; minimal release time for teachers	By Nov. 16, 1983
3. Select program that is most appropriate to district needs.	-Neighboring district -NDN -Intermediate units -Phi Delta Kappa -Commercial programs	Steering Committee	-No program should tie district to one type of machine; -No hiring of additional staff; -Program selected must be integrated with regular school curriculum;	By Feb. 29, 1984

Activity	Resources	Staff	Constraints	Timelines
4. Steering Committee will visit site where selected program is operational.		M.S. Curriculum Coordinator will make arrangements.	Driving distance No overnight	By March 30, 1984
5. Committee makes recommendations on program		Asst. Superintendent	15 minute presentation to Board	April 18, 1984 Board meeting
6. Order necessary hardware	\$5,000 Chapter 2 Funds \$5,000 budget allocation	Business Adm.	Board requirements/ state contract #	May 25, 1984
7. Purchase software	\$2,500 budget allocation	Business Adm. M.S. curriculum coordinator	Adaptability of software to hardware	May 25, 1984
8. Plan and conduct teacher training	Asst. Supt. Computer rep. \$1500 budget allocation for summer stipend	Director of Validated Project	-Two 4 hour sessions -Maximum hands-on equipment time	August 28 & 29, 1984
Note: Implementation of plan for outcome objective will commence from this point.				

Objective:

By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

Assigned:

Dr. Ronald S. Sweets, Superintendent of Schools

Status/Resources:

The Board of Education, in the Spring of 1983, approved a proposal for the implementation of computers with the assistance of a generous donation by the elementary school PTAs. Under the circumstances, we currently have 31 computers for elementary use. Staff inservice workshops have been held, model lessons have been conducted in order to provide a hands-on inservice for teachers and, generally, we are functioning well with the present inventory in terms of our twin objectives of computer assisted instruction and computer literacy.

Our effort to date, however, is just a beginning in a long-range plan to provide maximum computer utilization in all of the schools of the district. The second year design of our computer implementation program needs focusing on moving from CAI to computer literacy. The plan needs to be formulated and presented to the Board of Education, in conjunction with the 1983-1984 budget, so that the necessary development plans can occur.

Also, of course, is the need to evaluate the present program and its effectiveness in conjunction with the hardware and software we presently use.

The resources available include: \$8,500 of Block Grant funds, \$18,000 district appropriation, and \$1,500 of Chapter 1 funds. In addition, we now have a cadre of five instructional leaders who are highly conversant with microcomputers. Finally, the chairman of the Math/Science Department at the high school is considered to be an expert in computer programming.

Implementation:

Calendar

Sept.-Oct. 1983
Middle School
Principal

Oct. 1 -
Nov., 1983
Principal &
Math/Science
Dept. Chair.

Activities

Complete review of present CAI program at middle school to determine student and teacher readiness for program expansion.

Design educational specifications for desired computer literacy program using lab approach.

Nov. 1-15, 1983
Math/Science Chair.
& selected staff

Review available hardware/software resources and requirements to determine additional purchase needs.

Nov. 15-28, 1983
Principal

Conduct orientation and update session for staff to review and explain intent of new program. Conduct continuous update as needed.

Nov. 15-Dec. 1,
1983
Math/Science
Chair.

Develop hardware specifications for bid/state contract purchase.

Nov. 15-Dec. 1,
1983
Principal &
selected staff

Conduct search of neighboring districts to identify quality programs available.

Nov. 15-Dec. 1,
1983
Principal

Identify available space in middle school for location of computer lab.

Dec. 1-31, 1983
Principal &
Maintenance
Staff

Identify necessary electrical and plant modifications.

Prepare specifications and work order for modifications.

Dec. 1-31, 1983
Supt. & Principal

Identify teacher position (and funding) for lab director - possible reassignment of existing position.

Jan. 1 -
March 15, 1984
Maint. Supervisor
and Principal

Insure completion of modification of physical location.

Jan. 1-Feb. 15,
1984
Principal &
Business Manager

Order/bid selected hardware and software.

March 1-30, 1984
Principal & H.S.

Supervise installation of new and relocated terminals into lab.

April 1-15, 1984
Principal & H.S.
Chairman

Conduct orientation session for middle school staff in new lab.

April 1-15, 1984
M.S. Guidance
Office

Plan new student schedule.

May 1 - June 30,
1984
Instructional
Staff

Conduct orientation sessions for students
to trouble shoot schedule and program.

July 1 - Aug. 15
1984
H.S. Chairman and
Instructional Staff

Review and revise as necessary.

July 1 - Aug. 15,
1984
H. S . Chairman
Principal

Design evaluation process to track student
learning and achievement.

Sept. 5, 1984
Instructional Staff

Implement Program

Sept. 1984 - June 1985
Math Chairman

Ongoing evaluation of program; use teacher
input to modify software.

Principal

Conduct evaluation of student program.

June 1, 1985
Principal

Complete report on student performance.

Constraints

Budget - \$8,500 Block Grant; \$1,500 Chapter 1; \$18,000 district appropriation.

No additional staff to be hired.

Use internal district resources only.

Electrical wiring in middle school suspect; check for ability to handle
unanticipated surges of power.

Still considerable unease on part of some teachers to computers, ability to
use and possible reduction of positions.

ACTION PLAN

RESPONSIBILITY: Dr. Summers, Assistant Superintendent

OBJECTIVE: By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

Activities	Staff	Timelines	Resources	Constraints	Eval. Criteria
1. Committee of teachers and building admin. formed to review use of microcomputers in G/T and comp. ed. program	GT teacher Comp. ed teacher Selected staff	Sept. 30, 1983	4 substitutes for 1/2 day	N/A	N/A
2. Committee investigates program possibilities and direction for use of micros in regular classroom program	Committee & Build. Principal	Nov. 15, 1983	District Curr. Library Journals (PDK, ASCD) County Office 4 days of released time NDN	Programs already in place Emphasis on integrated use	Match outcomes of potential programs to school test scores & program needs.
3. Committee recommends plan for integrated use of present hardware by regular classroom teachers	Committee & Principal	Dec. 1, 1983	Asst. Supt. & H.S. computer staff	No new equip. purchases Max. teacher use Sharing resources	Reaction by school staff Reaction by Supt. Board approval
4. Building principal translates recommendations into implementation plan	Building Principal	Jan. 3, 1984	Committee Asst. Supt.	Maximize dealing with teacher concerns Minimal disruption New software purchases limited to \$4,200	Review & reaction by Supt. & selected staff

ACTION PLAN

RESPONSIBILITY: Dr. Summers, Assistant Superintendent

OBJECTIVE: By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

Activities	Staff	Timelines	Resources	Constraints	Eval. Criteria
5. Ordering of additional software	Build. Principal & Business Adm.	Jan. 15- Feb. 15, 1984	\$4,200 County software consortium	Purchase variety of quality software <u>on</u> <u>approval</u>	Review of software by selected staff & input from consortium
6. Design and implement teacher training program	Build. Principal & Asst. Supt.	March 30, 1984	Use 2 day district inservice program time	Maximize hands on experiences	Inservice evaluation form
7. Design and implement "buddy system" pairing new & experienced users	Build. Principal	April 1- June 15, 1984	GT, comp. ed and math teachers Use of 2 staff mtg. for problem solving	Low key; no formal evaluations of progress; be supportive	None
8. Gather input on problems & successes in initial program	Build. Principal	June 15-30, 1984	Staff	Low key informal approach	Response of staff
9. Plan inservice day to respond to problems and weaknesses	Building Principal	(Plan) July 30, 1984 Implement Sept. 5, 1984	Selected Staff	Maximum use of teachers conducting sessions	Inservice Instrument

ACTION PLAN

RESPONSIBILITY: Dr. Summers, Assistant Superintendent

OBJECTIVE: By June 30, 1985, 100 percent of the students enrolled in Grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

Activities	Staff	Timelines	Resources	Constraints	Evaluation Criteria
10. Integrate items on teacher use of microcomputers into formal evaluation/observation process.	Asst. Supt. & Building Principal	July 1 - Aug. 30 1984	Input from selected staff	Be specific in terms of expectations	Review by Superintendent
11. Implement use of micros in regular classrooms	School Staff	Sept. 5, 1984 - June 30, 1985	Sharing plan New software Ongoing "buddy system"	Supportive approach in observation	Review of written observation reports and teacher input by Dr. Summers
12. Conduct evaluation of student progress.	Principal and Selected Staff	April 15 - June 1, 1985	NA	Integrate into class-room program	-Original Problem -10 step program (minimal) -successful run & solution -Desire - 100% success; expect 65-70%
13. Complete evaluation of student progress.	Principal	June 1-30, 1985	Assistant Supt.	NA	-Concise; data based; contains recommendations

ACTION PLAN

Objective No.	4	Statement of Objective	By June 30, 1985, 100 percent of the students enrolled in grades 6 - 9 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.		
Tasks/Activities	Staff	Time	Resources	Constraints	
Establish Blue Ribbon Committee of teachers, admin. & local business leaders.	Supt. & Asst. Supt.	Oct. 1, 1983	Local Chamber of Commerce & teacher assoc.	N/A	
Blue Ribbon Committee conducts needs assessment with local industry & colleges to determine "literacy" needs of graduates	Steering Committee	Oct. 31, 1983	Secretary from central off. Industry's report on future needs	N/A	
Blue Ribbon Committee creates 5 year plan for development of district computer education program	Steering Committee & Supt.	Nov. 15, 1983	"	Seek balanced expenditure patterns	
Board of Education reviews plan; recognizes & dissolves committee	B of E Chair of Curr. Committee	Dec. 31, 1983	N/A	Determine who continued involvement	
Board of Education completes review and adopts 1, 3 & 5 year goals; first year focus is on Middle School	Board Supt Business Admin.	Jan. 30, 1984	N/A	N/A	

ACTION PLAN

Objective No.	Statement of Objective	Staff	Time	Resources	Constraints
4	By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/ her own program.				
	<u>Tasks/Activities</u>				
	Supt. forms Middle School Planning Committee	Asst. Supt. M.S. Principal	Feb. 10, 1984	-Instructional council -Teachers Association -Blue Ribbon Committee members	Seeks balanced group of informed & interested staff
	Middle School Planning Committee conducts review of successful local practices	Committee Members	March 9, 1984	County Office PDK publica- tions County College NDN RCSU	3 days released time for 5 teachers
	Planning Committee completes report on: program design, implementation plan and resources.	Asst. Supt. & M.S. Principal	April 27, 1984	Central Office staff Business admin.	Stay within budget allocations of \$1,000 equip, \$7,100 soft- ware, \$3,000 teacher training

ACTION PLAN

Objective No.	Statement of Objective			
4	By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.			
Tasks/Activities	Staff	Time	Resources	Constraints
Superintendent of Schools reviews, accepts and implements plan..	Supt. of Schools	May 2, 1984	Central office	N/A
a. Order hardware & software	School Business adm.	May 2- July 6, 1984	Budget allocation of \$18,000	Time
b. Design & schedule teacher inservice program (August)	M.S. Principal	May 18, 1984	-Budget of \$3000 -H.S. math chairperson -Rep. of computer company	-Maximum hands on experience -Support approach to negate fears
c. Cross match software to district M.S. curriculum guides	M.S. Principal & Curr. Coord.	May 2 - July 6, 1984	N/A	N/A
d. Design evaluation process to monitor: training, implementation of program and student learning.	Asst. Supt. & Curr. Coord.	Aug. 4, 1984	- County testing coordinator - RCSU Eval. consultant	-Minimal paperwork -Minimal disruption in classroom

ACTION PLAN

Objective No. 4	Statement of Objective	By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running his/her own program.			
<u>Tasks/Activities</u>		Staff	Time	Resources	Constraints
Implement Training		M.S. Principal	Aug. 5-8, 1984	Company rep. H.S. Math Chairman	N/A
Implement program for students		M.S. Staff	Sept. 5, 1984	Previous training & new materials	Expect problems & trouble shooting
Conduct evaluation of student performance		M.S. Principal	May 1985	H.S. Math Chairman	Minimal classroom disruption

Objective

1.0 By June 30, 1985, 100 percent of the students enrolled in grades 6 - 8 of the Middle School will have demonstrated a basic understanding of how to operate a micro computer as demonstrated by the student's ability to solve a given problem through the creation and running of his/her own program.

1.1 Organize a steering committee of central office to identify and investigate any existing Adopt-A-School programs on computer education.

Responsibility: Assistant Superintendent and Building Principal
Date: (Completed)

1.2 Identify private industries who might be interested and willing to participate in the Adopt-A-School program.

Responsibility: Steering Committee
Date: (Completed)

1.3 Identify resources and constraints to be used for establishing our Adopt-A-School program.

Responsibility: Steering Committee
Date: (Completed)

1.4 Discuss the identified Adopt-A-School programs with those private sector representatives who have experienced interest.

Responsibility: Steering Committee
Date: (Completed)

1.5 Obtain written agreements from private sector to participate and provide staff and hardware resources.

Responsibility: Assistant Superintendent
Date: 7/1/84

1.6 Work with private sector representative to develop implementation plan.

Responsibility: Building Principal
Date: 8/1/84

1.7 Obtain Board approval of plan.

Responsibility: Superintendent
Date: 9/15/84

- 1.8 Using available space, establish a center within the middle school building for the placement of donated hardware.
- Responsibility: Principal
Date: 10/1/84
- 1.9 Work with middle school curriculum coordinator and select group of teachers to develop curriculum (software).
- Responsibility: Principal
Date: 10/1/84
- 1.10 Establish content validity of curriculum by having it reviewed by content area teachers.
- Responsibility: Principal
Date: 10/30/84
- 1.11 Install donated hardware in identified space.
- Responsibility: Principal
Date: 11/1/84
- 1.12 Make appropriate schedule changes to allow student to participate in computer program.
- Responsibility: Principal
Date: 11/1/84
- 1.13 Provide needed staff training during district inservice time.
- Responsibility: Principal
Date: 12/1/84 - 12/15/84
- 1.14 Implement computer program for all middle school students.
- Responsibility: Principal
Date: 1/1/85
- 1.15 Evaluate curriculum and software packages and modify as needed.
- Responsibility: Curriculum Coordinator
Date: Ongoing
- 1.16 Evaluate effectiveness of program on student performance.
- Responsibility: Curriculum Coordinator
Dates: pre-test 9/24/84
post-test 5/25/85
final report 6/15/85

- 1.17 Examine results of program and based on the results, modify program for next years's implementation.

Responsibility: Curriculum Coordinator

Date: 6/30/85

Resources:

- . Private sector staff to help with curriculum design and staff training.
- . Potential use of private sector computer equipment.
- . Availability of existing space in middle school.
- . Budget allocation of \$5,000 and Chapter 2 funds of \$2,500 for software, materials and teacher time.
- . RCSU evaluation consultant.
- . Chamber of Commerce.
- . Local parents working in RCA and AT&T.

Constraints:

- . No budget allocation for hardware.
- . Curriculum being developed must fit with content area courses in middle school.
- . Curriculum and software must prepare student for high school requirements.
- . Adaptability of software purchased to donated hardware and any future purchases of hardware.
- . No funds for teacher release time for training.